

Linking Leadership to Instruction

Appendix C

Correlation of Virginia Standards of Learning and Career
and Technical Education Competencies to
Leadership Student Expectations



Appendix C has been revised as of August 2003 to reflect the newly revised Standards of Learning

Correlation of Standards of Learning and Career and Technical Education Competencies to the Leadership Development Curriculum

The Leadership Development Curriculum is intended to provide a framework that allows teachers to embed leadership development in existing instruction within all subject areas at various grade levels. Hence, it is important to understand how opportunities for leadership development are already evident in classroom instruction. Virginia's Standards of Learning identify the knowledge, processes, and skills that teachers should teach and students should learn in the various grade levels and courses that are taught in Virginia's schools. The essential competencies for a career and technical education course identify the knowledge, processes, and skills that students must develop in that course. The standards and competencies form the foundation for the development of curriculum in each of the subject areas or career and technical education content areas.

Each leadership expectation addresses content and skills that will enable students to develop and exercise leadership in a variety of situations. Many of these concepts and skills are reinforced daily in classes across the commonwealth. The correlation charts included in this section demonstrate areas in which certain student expectations that are found in the Leadership Development Curriculum may be easily and naturally integrated into instruction.

For example, the first correlations presented are for the English Standards of Learning (SOL) in kindergarten:

English SOL	K.2	K.3	K.11
Leadership Expectations	EC.1	EC. 7	EC.11
	EC.2		EC.12
	<i>etc.</i>		EC.13

English K.2 states that, among other requirements, students will “use words to describe/name people, places, and things.” This standard has been correlated to several leadership expectations, including EC.1, which states that “the student will describe himself or herself,” such as roles in the family and personal views.

When planning for instruction, teachers are encouraged to integrate into their subject-area curricula processes and skills that are important to leadership development for students. The correlation charts help to identify where such integration may occur naturally in curricula and instruction.

EARLY CHILDHOOD

Kindergarten

English

English SOL	K.2	K.3	K.11
Leadership	EC.1	EC.7	EC.11
Expectations	EC.2		EC.12
	EC.3		EC.13
	EC.4		
	EC.5		
	EC.6		
	EC.7		
	EC.8		
	EC.9		
	EC.10		

History and Social Science

H/SS SOL	K.1	K.2	K.7	K.8	K.9
Leadership	EC.4	EC.4	EC.8	EC.4	EC.1
Expectations	EC.6			EC.5	EC.2
	EC.11			EC.6	EC.3
				EC.7	EC.4
				EC.8	EC.10
				EC.6	EC.11
				EC.10	
				EC.12	
				EC.13	

Mathematics in Kindergarten

The goals of mathematics are to
Become mathematical problem solvers.

Communicate mathematically.

Reason mathematically.

Make mathematical connections.

Use mathematical representations to model and interpret practical situations.

These goals are aligned with the processes underlying the development of leadership as described in the Leadership Development Curriculum. Specific mathematics content stated in the Standards of Learning are not as closely aligned.

Math

Math SOL	K.14
Leadership	EC.8
Expectations	

Science

Science SOL	Goal 1	Goal 2	Goal 6	K.1	K.10
Leadership	EC.1	EC.7	EC.2	EC.1	EC.3
Expectations			EC.3	EC.7	EC.7
					EC.12

Kindergarten (continued)**Health**

Health SOL	K.2	K.4	K.5	K.6
Leadership Expectations	EC.1 EC.6 EC.9	EC.8	EC.3 EC.6 EC.8 EC.13	EC.1 EC.2 EC.5 EC.12 EC.13

Music

Music SOL	K.1	K.2	K.3	K.4	K.7	K.8	K.9	K.10	K.11
Leadership Expectations	EC.3 EC.7 EC.12	EC.3	EC.3 EC.7	EC.3 EC.7 EC.12	EC.3	EC.7	EC.7	EC.7	EC.3 EC.7 EC.12

NOTE: Additional correlations exist for Instrumental Music. They are listed in the Middle School section.

Physical Education

PE SOL	K.4	K.5
Leadership Expectations	EC.2 EC.3 EC.5 EC.7	EC.8

Visual Arts

Art SOL	K.1	K.2	K.3	K.4	K.5	K.6	K.9	K.12	K.13	K.14	K.15
Leadership Expectations	EC.8	EC.7	EC.8	EC.1	EC.8	EC.1	EC.8	EC.10	EC.10	EC.10	EC.7

Art SOL	K.17	K.18	K.19								
Leadership Expectations	EC.1 EC.7 EC.8	EC.1 EC.8	EC.1 EC.7								

Grade 1

English

English SOL	1.2	1.3	1.12
Leadership Expectations	EC.1 EC.2 EC.3 EC.4 EC.5 EC.6 EC.7 EC.8 EC.9 EC.10	EC.7	EC.11 EC.12 EC.13

History and Social Science

H/SS SOL	1.1	1.2	1.3	1.6	1.8	1.10	1.11	1.12
Leadership Expectations	EC.10	EC.4 EC.6 EC.11 EC.12	EC.1 EC.4 EC.6 EC.12	EC.10	EC.8	EC.1 EC.2 EC.3 EC.4 EC.6 EC.10 EC.11	EC.2 EC.4 EC.8 EC.10 EC.13	EC.7 EC.9

Mathematics in Grade 1

The goals of mathematics are to

Become mathematical problem solvers.

Communicate mathematically.

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Math

Math SOL	1.18
Leadership Expectations	EC.8

Science

Science SOL	Goal 1	Goal 2	Goal 6	1.1	1.8
Leadership Expectations	EC.1	EC.7	EC.2 EC.3	EC.1 EC.7	EC.12

Health

Health SOL	1.2	1.3	1.4	1.6	1.7
Leadership Expectations	EC.2 EC.8	EC.2	EC.3 EC.5 EC.7	EC.10 EC.11 EC.12 EC.13	EC.2 EC.10 EC.13

Grade 1 (continued)**Music**

Music SOL	1.1	1.2	1.3	1.4	1.7	1.8	1.9	1.11
Leadership Expectations	EC.3 EC.12	EC.3	EC.3 EC.7 EC.12	EC.3 EC.7 EC.12	EC.3	EC.3	EC.3	EC.2 EC.3 EC.12

NOTE: Additional correlations exist for Instrumental Music. They are listed in the Middle School section.

Physical Education

PE SOL	1.5
Leadership Expectations	EC.2 EC.3 EC.5

Visual Arts

Art SOL	1.1	1.3	1.11	1.18	1.20
Leadership Expectations	EC.8	EC.7	EC.8	EC.1	EC.8

Grade 2

English

English SOL	2.3	2.11
Leadership Expectations	EC.1 EC.2 EC.3 EC.4 EC.5 EC.6 EC.7 EC.8 EC.9 EC.10	EC.11 EC.12 EC.13

History and Social Science

H/SS SOL	2.3	2.9	2.10	2.11	2.12
Leadership Expectations	EC.10	EC.8E C.9	EC.1 EC.2 EC.3 EC.4 EC.6 EC.8 EC.10 EC.11 EC.12 EC.13	EC.4 EC.5 EC.6	EC.4 EC.10 EC.11 EC.12 EC.13

Mathematics in Grade 2

The goals of mathematics are to
Become mathematical problem solvers.

Communicate mathematically.

Reason mathematically.

Make mathematical connections.

Use mathematical representations to model and interpret practical situations.

These goals are aligned with the processes underlying the development of leadership as described in the Leadership Development Curriculum. Specific mathematics content stated in the Standards of Learning are not as closely aligned.

Mathematics

Math SOL	2.9
Leadership Expectations	EC.8

Science

Science SOL	Goal 1	Goal 2	Goal 6	2.1
Leadership Expectations	EC.1	EC.7	EC.2 EC.3	EC.1 EC.7

Health

Health SOL	2.2	2.3	2.5
Leadership Expectations	EC.2 EC.8	EC.1	EC.12 EC.13

Grade 2 (continued)**Music**

Music SOL	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.9	2.10
Leadership	EC.3	EC.7	EC.3	EC.3	EC.3	EC.7	EC.7	EC.7	EC.2
Expectations	EC.7		EC.7	EC.7	EC.7				EC.3
	EC.12		EC.12		EC.12				EC.12

NOTE: Additional correlations exist for Instrumental Music. They are listed in the Middle School section.

Physical Education

PE SOL	2.4	2.5
Leadership	EC.2	EC.5
Expectations	EC.3	EC.10
	EC.5	
	EC.11	

Visual Arts

Art SOL	2.1	2.4	2.5	2.7	2.8	2.9	2.10	2.11	2.12	2.13	2.14
Leadership	EC.8	EC.8	EC.8	EC.7	EC.8	EC.8	EC.8	EC.10	EC.10	EC.10	EC.1
Expectations											EC.7

Art SOL	2.17	2.19									
Leadership	EC.10	EC.10									
Expectations											

ELEMENTARY SCHOOL

Grade 3

English

English SOL	3.1	3.2	3.5	3.6	3.9	3.10
Leadership	ES.2	ES.7	ES.5	ES.5	ES.7	ES.5
Expectations	ES.3	ES.8	ES.7	ES.7		ES.6
	ES.4		ES.12	ES.12		ES.7
	ES.5					ES.11
	ES.6					
	ES.8					
	ES.11					
	ES.12					
	ES.13					

History and Social Science

H/SS SOL	3.10	3.11	3.12
Leadership	ES.4	ES.1	ES.3
Expectations	ES.5	ES.2	ES.4
	ES.6	ES.3	ES.6
	ES.8	ES.11	ES.10
		ES.13	ES.11
			ES.13

Mathematics in Grade 3

The goals of mathematics are to

Become mathematical problem solvers.

Communicate mathematically.

Reason mathematically.

Make mathematical connections.

Use mathematical representations to model and interpret practical situations.

These goals are aligned with the processes underlying the development of leadership as described in the Leadership

Development Curriculum. Specific mathematics content stated in the Standards of Learning are not as closely aligned.

Math

Math SOL	3.21	3.22
Leadership	ES.8	ES.8
Expectations		

Science

Science SOL	Goal 1	Goal 2	Goal 7	3.1	3.10.	3.11
Leadership	ES.1	ES.7	ES.8	ES.1	ES.12	ES.12
Expectations						

Health

Health SOL	3.1	3.2	3.5
Leadership	ES.9	ES.2	ES.10
Expectations		ES.8	

Grade 3 (continued)**Music**

Music SOL	3.1	3.2	3.3	3.4	3.5	3.6	3.8	3.9	3.11	3.12
Leadership Expectations	ES.3 ES.7 ES.12	ES.3 ES.7 ES.12	ES.3 ES.7 ES.12	ES.3 ES.7 ES.12	ES.7	ES.7	ES.7	ES.7	ES.7	ES.2 ES.12

NOTE: Additional correlations exist for Instrumental and Vocal/Choral Music. They are listed in the Middle School section.

Physical Education

PE SOL	3.2	3.4	3.5
Leadership Expectations	ES.7	ES.2 ES.3 ES.4 ES.7 ES.8 ES.11	ES.10

Visual Arts

Art SOL	3.1	3.11	3.12	3.13	3.16	3.18	3.19	3.23	3.26
Leadership Expectations	ES.7 ES.8	ES.7	ES.7	ES.10	ES.10	ES.10	ES.7 ES.8	ES.7	ES.1 ES.7

Grade 4

English

English SOL	4.1	4.2	4.4	4.5	4.7
Leadership	ES.2	ES.7	ES.5	ES.5	ES.5
Expectations	ES.3	ES.8	ES.7	ES.7	ES.6
	ES.4		ES.12	ES.12	ES.7
	ES.5				ES.11
	ES.6				
	ES.8				
	ES.11				
	ES.12				
	ES.13				

History and Social Science Virginia Studies

H/SS SOL	VS.1	VS.3	VS.4	VS.5	VS.6	VS.7	VS.9
Leadership	ES.6	ES.6	ES.6	ES.4	ES.4	ES.6	ES.4
Expectations	ES.7						ES.6

Mathematics in Grade 4

The goals of mathematics are to

Become mathematical problem solvers.

Communicate mathematically.

Reason mathematically.

Make mathematical connections.

Use mathematical representations to model and interpret practical situations.

These goals are aligned with the processes underlying the development of leadership as described in the Leadership Development Curriculum. Specific mathematics content stated in the Standards of Learning are not as closely aligned.

Math

Math SOL	4.20
Leadership	ES.8
Expectations	

Science

Science SOL	Goal 1	Goal 2	Goal 7	4.1	4.5	4.8
Leadership	ES.1	ES.7	ES.8	ES.1	ES.12	ES.12
Expectations						

Health

Health SOL	4.2	4.3	4.4	4.6	4.7
Leadership	ES.1	ES.8	ES.9	ES.11	ES.6
Expectations	ES.2			ES.12	ES.13

Grade 4 (continued)**Music**

Music SOL	4.1	4.2	4.3	4.4	4.5	4.6	4.7	4.11	4.12
Leadership Expectations	ES.3 ES.7 ES.12	ES.12	ES.3 ES.7 ES.12	ES.3 ES.7 ES.12	ES.7 ES.12	ES.7	ES.7	ES.7	ES.2 ES.3 ES.7 ES.12

NOTE: Additional correlations exist for Instrumental and Vocal/Choral Music. They are listed in the Middle School section.

Physical Education

PE SOL	4.1	4.4	4.5
Leadership Expectations	ES.7	ES.2 ES.3 ES.4 ES.6 ES.7	ES.9 ES.13

Visual Arts

Art SOL	4.1	4.2	4.14	4.15	4.19.	4.21	4.23
Leadership Expectations	ES.8	ES.7 ES.8	ES.10	ES.7	ES.8	ES.1 ES.7 ES.8	ES.7 ES.8

Grade 5

English

English SOL	5.1	5.2	5.3	5.5	5.6	5.8
Leadership Expectations	ES.2 ES.3 ES.4 ES.5 ES.6 ES.8 ES.11 ES.12 ES.13	ES.7 ES.8	ES.5 ES.7 ES.12	ES.7 ES.11	ES.7 ES.11	ES.5 ES.6 ES.7 ES.11

History and Social Science

U.S. History to 1877

H/SS SOL	USI.1	USI.3	USI.4	USI.5	USI.6	USI.7	USI.8	USI.9
Leadership Expectations	ES.7	ES.6	ES.6	ES.6 ES.10	ES.4	ES.4	ES.6	ES.4 ES.6 ES.10

Mathematics in Grade 5

The goals of mathematics are to
Become mathematical problem solvers.

Communicate mathematically.

Reason mathematically.

Make mathematical connections.

Use mathematical representations to model and interpret practical situations.

These goals are aligned with the processes underlying the development of leadership as described in the Leadership Development Curriculum. Specific mathematics content stated in the Standards of Learning are not as closely aligned.

Math

Math SOL	5.18
Leadership Expectations	ES.8

Science

Science SOL	Goal 1	Goal 2	Goal 7	5.1	5.6	5.7
Leadership Expectations	ES.1	ES.7	ES.8	ES.1	ES.12	ES.12

Health

Health SOL	5.1	5.2	5.4	5.5
Leadership Expectations	ES.1 ES.2 ES.7	ES.8 ES.9	ES.8	ES.6 ES.12

Grade 5 (continued)**Music**

Music SOL	5.1	5.2	5.3	5.4	5.5	5.6	5.9	5.10
Leadership Expectations	ES.3 ES.7 ES.12	ES.3 ES.7 ES.12	ES.3 ES.7 ES.12	ES.7	ES.7	ES.7	ES.7	ES.2 ES.3 ES.7 ES.12

NOTE: Additional correlations exist for Instrumental and Vocal/Choral Music. They are listed in the Middle School section.

Physical Education

PE SOL	5.2	5.4	5.5	5.6
Leadership Expectations	ES.7	ES.8	ES.2 ES.3 ES.4 ES.7 ES.8	ES.8

Visual Arts

Art SOL	5.3	5.4	5.6	5.15	5.16	5.18	5.20	5.21	5.23	5.24	5.25
Leadership Expectations	ES.7	ES.7 ES.8	ES.8	ES.10	ES.20	ES.10	ES.10	ES.7	ES.10	ES.10	ES.7

MIDDLE SCHOOL

Middle School English

English 6

English SOL	6.1	6.2	6.4	6.5	6.6	6.7
Leadership	MS.1	MS.1	MS.1	MS.4	MS.4	MS.4
Expectations	MS.2	MS.2	MS.2	MS.5	MS.6	MS.6
	MS.3	MS.3	MS.3	MS.6	MS.7	MS.7
	MS.4	MS.4		MS.7	MS.8	MS.8
	MS.5	MS.5		MS.8	MS.9	MS.9
	MS.6	MS.6		MS.9	MS.10	MS.10
	MS.7	MS.7		MS.10	MS.11	MS.11
	MS.8	MS.8		MS.11	MS.12	MS.12
	MS.9	MS.9		MS.12		
	MS.10	MS.10		MS.13		
	MS.11	MS.11				
	MS.12	MS.12				
	MS.13					

English 7

English SOL	7.1	7.2	7.3	7.4	7.6	7.7	7.8	7.9
Leadership	MS.1	MS.1	MS.4	MS.1	MS.4	MS.4	MS.4	MS.4
Expectations	MS.2	MS.2	MS.5	MS.2	MS.5	MS.5	MS.6	MS.6
	MS.3	MS.3	MS.6	MS.3	MS.6	MS.6	MS.7	MS.7
	MS.4	MS.4	MS.7		MS.7	MS.7	MS.8	MS.8
	MS.5	MS.5	MS.8		MS.8	MS.8	MS.9	MS.9
	MS.6	MS.6	MS.9		MS.9	MS.9	MS.10	MS.10
	MS.7	MS.7			MS.10	MS.10	MS.11	MS.11
	MS.8	MS.8			MS.11	MS.11	MS.12	MS.12
	MS.9	MS.9			MS.12	MS.12		
	MS.10	MS.10			MS.13			
	MS.11	MS.11						
	MS.12	MS.12						
	MS.13	MS.13						

English 8

English SOL	8.1	8.2	8.3	8.4	8.6	8.7	8.8
Leadership	MS.1	MS.1	MS.4	MS.1	MS.4	MS.4	MS.4
Expectations	MS.2	MS.2	MS.5	MS.2	MS.5	MS.6	MS.6
	MS.3	MS.3	MS.6	MS.3	MS.6	MS.7	MS.7
	MS.4	MS.4	MS.7		MS.7	MS.8	MS.8
	MS.5	MS.5	MS.8		MS.8	MS.9	MS.9
	MS.6	MS.6	MS.9		MS.9	MS.10	MS.10
	MS.7	MS.7			MS.10	MS.11	MS.11
	MS.10	MS.8			MS.11	MS.12	MS.12
	MS.12	MS.9			MS.12		
	MS.13	MS.10			MS.13		
		MS.11					
		MS.12					
		MS.13					

Middle School History and Social Science

U.S. History 1877-Present

H/SS SOL	USII.1	USII.3	USII.4	USII.5	USII.6	USII.7	USII.8
Leadership Expectations	MS.7	MS.3 MS.5 MS.6 MS.10 MS.11 MS.13	MS.4 MS.6	MS.3 MS.4 MS.6 MS.11	MS.2 MS.3 MS.4 MS.5 MS.6	MS.3 MS.6	MS.3 MS.6

Civics and Economics

H/SS SOL	CE.1	CE.2	CE.3	CE.4	CE.6	CE.7	CE.9	CE.10	CE.11	CE.12
Leadership Expectations	MS.7 MS.8 MS.11	MS.11	MS.3 MS.5 MS.10 MS.11 MS.12 MS.13	MS.1 MS.2 MS.4 MS.5 MS.7	MS.10 MS.11	MS.11	MS.10	MS.10	MS.10	MS.1 MS.9

World History and Geography to 1500 A.D.

H/SS SOL	WHI.1	WHI.2	WHI.3	WHI.4	WHI.5	WHI.6	WHI.7	WHI.8	WHI.9	WHI.10	WHI.11
Leadership Expectations	MS.7	MS.3 MS.5	MS.3 MS.5 MS.6	MS.3	MS.3 MS.4 MS.11	MS.3 MS.4 MS.11	MS.3 MS.4 MS.6	MS.3 MS.6	MS.3 MS.4 MS.5	MS.3 MS.6	MS.3 MS.6

H/SS SOL	WHI.12	WHI.13
Leadership Expectations	MS.3 MS.6	MS.3 MS.4

Middle School Mathematics

Mathematics 6

H/SS SOL	6.18	6.19
Leadership Expectations	MS.7	MS.7

Mathematics 7

H/SS SOL	7.16	7.17	7.18
Leadership Expectations	MS.8	MS.8	MS.8

Mathematics 8

H/SS SOL	8.12
Leadership Expectations	MS.8

Middle School Science

Science 6

Science SOL	Goal 1	Goal 7	Goal 8	6.1	6.5	6.6	6.7	6.9
Leadership Expectations	MS.7	MS.8	MS.1	MS.7	MS.8 MS.12	MS.8 MS.12	MS.8 MS.12	MS.8 MS.12

Life Science

Science SOL	Goal 1	Goal 7	Goal 8	LS.1	LS.12
Leadership Expectations	MS.7	MS.8	MS.1	MS.7	MS.12

Physical Science

Science SOL	Goal 1	Goal 7	Goal 8	PS.1
Leadership Expectations	MS.7	MS.8	MS.1	MS.7

Middle School Fine Arts

Dance

Exploratory Dance Arts

Dance SOL	DM.1	DM.2	DM.3	DM.4	DM.5	DM.6	DM.7	DM.8	DM.9	DM.10	DM.11
Leadership Expectations	MS.1	MS.1	MS.1 MS.3	MS.1 MS.2	MS.3	MS.1 MS.7	MS.1 MS.2 MS.3	MS.1 MS.3 MS.5 MS.6 MS.7 MS.9	MS.1 MS.2 MS.3 MS.5 MS.6 MS.7	MS.7	MS.1 MS.2 MS.3 MS.4 MS.7 MS.9

Dance SOL	DM.12	DM.14	DM.15	DM.16	DM.17	DM.18	DM.20	DM.21
Leadership Expectations	MS.3	MS.3 MS.10	MS.3 MS.10 MS.11	MS.11	MS.2 MS.7 MS.8 MS.9	MS.7 MS.8 MS.9	MS.3 MS.7	MS.8

Music

Instrumental Beginning

Instrumental SOL	IB.11	IB.12	IB.15	IB.16	IB.17	IB.19	IB.21	IB.22	IB.23	IB.24
Leadership Expectations	MS.2 MS.3 MS.7 MS.12	MS.1	MS.1	MS.1	MS.12	MS.7	MS.7	MS.1 MS.2 MS.3 MS.7 MS.12	MS.7	MS.7

Instrumental Intermediate

Instrumental SOL	II.11	II.12	II.13	II.15	II.16	II.17	II.19	II.21	II.22	II.23	II.24
Leadership Expectations	MS.2 MS.3 MS.7 MS.12	MS.1	MS.1 MS.2	MS.1	MS.1	MS.12	MS.1 MS.2 MS.7	MS.7	MS.1 MS.2 MS.3 MS.7 MS.12	MS.7	MS.7

Instrumental Advanced

Instrumental SOL	IAD. 11	IAD. 12	IAD. 13	IAD. 15	IAD. 16	IAD. 19	IAD. 20	IAD. 21	IAD. 22	IAD. 23	IAD. 24
Leadership Expectations	MS.2 MS.3 MS.7 MS.12	MS.1	MS.1 MS.2 MS.3	MS.1	MS.1	MS.1 MS.2 MS.12	MS.7	MS.7	MS.1 MS.2 MS.3 MS.7 MS.12	MS.7	MS.7

Instrumental SOL	IAD. 25
Leadership Expectations	MS.7

Instrumental Artist

Instrumental SOL	IAR. 11	IAR. 12	IAR. 13	IAR. 15	IAR. 16	IAR. 17	IAR. 19	IAR. 20	IAR. 21	IAR. 22	IAR. 23
Leadership Expectations	MS.2 MS.3 MS.7 MS.12	MS.1	MS.1 MS.2 MS.3	MS.1	MS.1	MS.12	MS.1 MS.2 MS.7	MS.7	MS.7	MS.1 MS.2 MS.3 MS.7 MS.12	MS.7

Instrumental SOL	IAR. 24	IAR. 25
Leadership Expectations	MS.7	MS.7

Music 6-8

Music SOL	MS.1	MS.2	MS.3	MS.5	MS.6	MS.8	MS.9
Leadership Expectations	MS.3 MS.7 MS.12	MS.3 MS.7 MS.12	MS.3 MS.7	MS.7	MS.7	MS.2 MS.3 MS.7 MS.12	MS.7

Vocal/Choral Beginning

Choral SOL	CB.3	CB.4	CB.5	CB.7	CB.8	CB.9	CB.11	CB.12	CB.13	CB.14
Leadership Expectations	MS.7	MS.1 MS.3	MS.2	MS.1	MS.1 MS.7	MS.7	MS.1 MS.2 MS.7	MS.1 MS.7	MS.1 MS.2 MS.3 MS.12	MS.7

Vocal/Choral Intermediate

Choral SOL	CI.1	CI.3	CI.4	CI.5	CI.7	CI.8	CI.9	CI.11	CI.12	CI.13	CI.14
Leadership Expectations	MS.12	MS.7	MS.3	MS.1 MS.2 MS.3	MS.1	MS.1 MS.7	MS.7	MS.1 MS.2 MS.7	MS.1 MS.7	MS.1 MS.2 MS.3 MS.12	MS.7

Vocal/Choral Advanced

Choral SOL	CAD. 1	CAD. 3	CAD. 5	CAD. 7	CAD. 8	CAD. 9	CAD. 10	CAD. 12	CAD. 13	CAD. 14	CAD. 16
Leadership Expectations	MS.12	MS.7	MS.1 MS.2 MS.3	MS.1	MS.1 MS.7	MS.1	MS.1 MS.7	MS.1 MS.2 MS.12	MS.2 MS.3 MS.12	MS.1 MS.2 MS.3 MS.7	MS.1 MS.7 MS.12

Vocal/Choral Artist

Choral SOL	CAR. 1	CAR. 2	CAR. 3	CAR. 5	CAR. 7	CAR. 8	CAR. 9	CAR. 10	CAR. 12	CAR. 13	CAR. 14
Leadership Expectations	MS.12	MS.1 MS.2 MS.3 MS.7	MS.7	MS.1 MS.2	MS.1	MS.1 MS.7	MS.1	MS.1 MS.7	MS.1 MS.2 MS.7	MS.1 MS.2 MS.3 MS.7 MS.12	MS.7

Choral SOL	CAR. 16
Leadership Expectations	MS.1 MS.12

Theatre Arts**Exploratory Dramatics**

Drama SOL	M.1	M.2	M.3	M.4	M.5	M.7	M.9	M.10	M.11	M.12	M.13
Leadership Expectations	MS.4 MS.7 MS.8 MS.9	MS.1 MS.2 MS.3	MS.1 MS.2 MS.7 MS.8 MS.9	MS.2 MS.3 MS.4 MS.5 MS.7 MS.8	MS.10 MS.11	MS.3 MS.10 MS.11	MS.3 MS.10	MS.7 MS.8 MS.9	MS.3 MS.5 MS.7 MS.8 MS.9	MS.1 MS.2 MS.5	MS.7 MS.8

Drama SOL	M.15
Leadership Expectations	MS.1 MS.2 MS.8 MS.9

Visual Arts**Visual Arts 6**

Art SOL	6.2	6.4	6.5	6.6	6.7	6.8	6.9	6.12	6.13	6.16	6.18
Leadership Expectations	MS.1 MS.7	MS.1 MS.7	MS.7	MS.7	MS.7	MS.1	MS.7	MS.10 MS.11	MS.3 MS.7	MS.3	MS.2

Art SOL	6.19	6.20	6.21	6.22	6.25
Leadership Expectations	MS.3 MS.7	MS.7	MS.3	MS.1 MS.7	MS.10

Visual Arts 7

Art SOL	7.3	7.5	7.14	7.16	7.17	7.18	7.20	7.21	7.22	7.27	7.28
Leadership Expectations	MS.1	MS.1	MS.7	MS.10	MS.11	MS.7	MS.7	MS.2	MS.7	MS.3	MS.1 MS.7

Visual Arts 8

Art SOL	8.2	8.10	8.11	8.12	8.13	8.14	8.15	8.17	8.18	8.19	8.20
Leadership Expectations	MS.1	MS.2	MS.10	MS.10	MS.11	MS.10	MS.2	MS.2	MS.3	MS.8	MS.7

Art SOL	8.22
Leadership Expectations	MS.7

Middle School Foreign Language

Modern Foreign Language I

MFL I SOL	1.2	1.3	2.1	5.1	5.2	6.2	7.1	7.2	7.3	9.2	10.1
Leadership Expectations	MS.1	MS.1 MS.2 MS.5 MS.11	MS.7	MS.7	MS.1 MS.2	MS.7	MS.3	MS.3	MS.3	MS.5	MS.2 MS.5 MS.6 MS.11

MFL I SOL	10.2	10.3	12.2
Leadership Expectations	MS.2 MS.3 MS.4	MS.2 MS.6	MS.3 MS.4 MS.5

Modern Foreign Language II

MFL II SOL	1.1	2.1	2.2	7.1	7.2	7.3	8.1	9.1	9.2	11.2
Leadership Expectations	MS.1 MS.2	MS.7	MS.7	MS.3	MS.3 MS.4 MS.5	MS.3	MS.3 MS.5	MS.3	MS.3 MS.11	MS.3 MS.4

Modern Foreign Language III

MFL III SOL	1.1	1.2	2.1	2.2	2.3	4.1	5.1	6.1	6.2	7.2	8.1
Leadership Expectations	MS.1 MS.2	MS.11	MS.7	MS.7	MS.7	MS.7	MS.7	MS.3	MS.3 MS.4 MS.5 MS.9 MS.11	MS.3	MS.5 MS.11

MFL III SOL	10.2
Leadership Expectations	MS.3 MS.4 MS.5

Modern Foreign Language IV

MFL IV SOL	1.1	1.2	1.3	2.2	4.1	4.2	6.1	6.2	7.2	8.1	8.2
Leadership Expectations	MS.4	MS.4	MS.5 MS.11	MS.7	MS.7	MS.7	MS.4 MS.5 MS.11	MS.3	MS.3 MS.5	MS.3 MS.4 MS.5 MS.6 MS.7 MS.9 MS.11	MS.3 MS.6 MS.9 MS.11

MFL IV SOL	8.3	9.3	10.2
Leadership Expectations	MS.3 MS.6 MS.9 MS.11	MS.4	MS.3 MS.4 MS.5

Latin I

Latin SOL	1.4
Leadership Expectations	MS.3 MS.4

Latin II

Latin SOL	3.2	3.5	5.2
Leadership Expectations	MS.3 MS.4 MS.5 MS.6	MS.3 MS.4 MS.5 MS.6	MS.3 MS.4

Latin III

Latin SOL	3.5	5.2
Leadership Expectations	MS.3 MS.4 MS.5 MS.6	MS.3 MS.4 MS.5 MS.6

Latin IV

Latin SOL	5.3
Leadership Expectations	MS.5 MS.6

Middle School Health**Health 6**

Health SOL	6.1	6.3	6.4	6.5	6.7
Leadership Expectations	MS.1	MS.3	MS.1 MS.2 MS.7	MS.8	MS.10 MS.11 MS.12 MS.13

Health 7

Health SOL	7.1	7.3	7.4	7.5	7.7
Leadership Expectations	MS.3 MS.8	MS.8	MS.13	MS.10	MS.4

Health 8

Health SOL	8.1	8.2	8.5
Leadership Expectations	MS.1	MS.2 MS.7	MS.10 MS.13

Middle School Physical Education**Physical Education 6**

PE SOL	6.1	6.4									
Leadership Expectations	MS.7	MS.1 MS.7 MS.8									

Physical Education 7

PE SOL	7.1	7.3	7.4	7.5							
Leadership Expectations	MS.7	MS.9	MS.3 MS.4 MS.7	MS.9							

Physical Education 8

PE SOL	8.2	8.4	8.5								
Leadership Expectations	MS.7	MS.9	MS.1 MS.4 MS.7 MS.11								

MIDDLE SCHOOL CAREER AND TECHNICAL COURSES

The charts on the following pages show the relationship between Leadership Student Expectations and career and technical courses on the middle school level. A bullet under the course name indicates that the courses reinforces the specific expectation in the left column.

AGRICULTURAL EDUCATION COURSES
Correlation to Middle School Leadership Student Expectations

		Introduction to Agriscience 8002	Agriscience Exploration 8003	Agriscience and Technology 8004																
MS. 1	The student will explain elements of his or her own self-image.			•																
MS. 2	The student will identify ways in which his or her behaviors influence others.		•	•																
MS. 3	The student will identify the interests, values, styles, and behaviors of others.																			
MS. 4	The student will examine the characteristics of leaders.		•	•																
MS. 5	The student will understand that the roles and actions of the follower fluctuate.			•																
MS. 6	The student will analyze the role of context in the process of leadership.		•	•																
MS. 7	The student will communicate effectively in pairs, small groups, teams, and large groups.	•	•	•																
MS. 8	The student will transfer decision-making skills to new tasks.			•																
MS. 9	The student will express a personal vision.		•	•																
MS.10	The student will differentiate among communities and community needs.			•																
MS. 11	The student will compare and contrast the role of citizens in different communities.			•																
MS. 12	The student will apply the concept of stewardship.			•																
MS. 13	The student will practice leadership through service in a variety of communities.		•	•																

BUSINESS AND INFORMATION TECHNOLOGY
Correlation to Middle School Leadership Student Expectations

		Keyboarding 6150	Computer Applications 6617, 6611	Make It Your Business 6610, 6111	Computer Solutions 6610															
MS. 1	The student will explain elements of his or her own self-image.	•	•	•	•															
MS. 2	The student will identify ways in which his or her behaviors influence others.	•	•	•	•															
MS. 3	The student will identify the interests, values, styles, and behaviors of others.	•	•	•	•															
MS. 4	The student will examine the characteristics of leaders.	•	•	•	•															
MS. 5	The student will understand that the roles and actions of the follower fluctuate.	•	•	•	•															
MS. 6	The student will analyze the role of context in the process of leadership.	•	•	•	•															
MS. 7	The student will communicate effectively in pairs, small groups, teams, and large groups.	•	•	•	•															
MS. 8	The student will transfer decision-making skills to new tasks.	•	•	•	•															
MS. 9	The student will express a personal vision.	•	•	•	•															
MS. 10	The student will differentiate among communities and community needs.	•	•	•	•															
MS. 11	The student will compare and contrast the role of citizens in different communities.	•	•	•	•															
MS. 12	The student will apply the concept of stewardship.	•	•	•	•															
MS. 13	The student will practice leadership through service in a variety of communities.	•	•	•	•															

FAMILY AND CONSUMER SCIENCES
Middle School Leadership Student Expectations

		All Family and Consumer Sciences courses																			
MS. 1	The student will explain elements of his or her own self-image.	•																			
MS. 2	The student will identify ways in which his or her behaviors influence others.																				
MS. 3	The student will identify the interests, values, styles, and behaviors of others.	•																			
MS. 4	The student will examine the characteristics of leaders.	•																			
MS. 5	The student will understand that the roles and actions of the follower fluctuate.																				
MS. 6	The student will analyze the role of context in the process of leadership.	•																			
MS. 7	The student will communicate effectively in pairs, small groups, teams, and large groups.	•																			
MS. 8	The student will transfer decision-making skills to new tasks.	•																			
MS. 9	The student will express a personal vision.	•																			
MS. 10	The student will differentiate among communities and community needs.	•																			
MS. 11	The student will compare and contrast the role of citizens in different communities.	•																			
MS. 12	The student will apply the concept of stewardship.	•																			
MS. 13	The student will practice leadership through service in a variety of communities.	•																			

TECHNOLOGY EDUCATION
Correlation to Middle School Leadership Student Expectations

		Introduction to Technology 8481, 8484, 8482, 8483	Inventions and Innovations 8485, 8464, 8461	Technological Systems 8486, 8463, 8462																	
MS. 1	The student will explain elements of his or her own self-image.	•	•	•																	
MS. 2	The student will identify ways in which his or her behaviors influence others.	•	•	•																	
MS. 3	The student will identify the interests, values, styles, and behaviors of others.	•	•	•																	
MS. 4	The student will examine the characteristics of leaders.	•																			
MS. 5	The student will understand that the roles and actions of the follower fluctuate.	•																			
MS. 6	The student will analyze the role of context in the process of leadership.	•																			
MS. 7	The student will communicate effectively in pairs, small groups, teams, and large groups.	•	•	•																	
MS. 8	The student will transfer decision-making skills to new tasks.	•																			
MS. 9	The student will express a personal vision.	•	•																		
MS. 10	The student will differentiate among communities and community needs.	•	•	•																	
MS. 11	The student will compare and contrast the role of citizens in different communities.	•																			
MS. 12	The student will apply the concept of stewardship.	•	•	•																	
MS. 13	The student will practice leadership through service in a variety of communities.	•	•																		

HIGH SCHOOL

High School English

English 9

English SOL	9.2	9.3	9.4	9.5	9.6	9.8	9.9
Leadership	HS.1	HS.1	HS.1	HS.1	HS.1	HS.3	HS.1
Expectations	HS.3	HS.5	HS.3		HS.2	HS.5	HS.3
	HS.4		HS.4		HS.3	HS.6	HS.4
	HS.5		HS.9		HS.4	HS.10	HS.5
	HS.6				HS.10	HS.11	HS.6
	HS.7				HS.11	HS.12	HS.9
	HS.9				HS.12	HS.13	HS.10
	HS.10				HS.13		HS.11
	HS.11						HS.12
	HS.12						

English 10

English SOL	10.1	10.2	10.3	10.5	10.6	10.7	10.11
Leadership	HS.1	HS.3	HS.1	HS.1	HS.1	HS.2	HS.1
Expectations	HS.2	HS.7	HS.5			HS.4	HS.3
	HS.3	HS.8				HS.5	HS.4
	HS.4					HS.6	HS.5
	HS.5					HS.10	HS.6
	HS.7					HS.11	HS.9
	HS.10					HS.12	HS.10
						HS.13	HS.11
							HS.12
							HS.13

English 11

English SOL	11.1	11.3	11.4	11.5	11.6	11.7	11.10
Leadership	HS.2	HS.1	HS.9	HS.1	HS.1	HS.1	HS.1
Expectations	HS.3	HS.5				HS.3	HS.3
	HS.4					HS.4	HS.4
	HS.5					HS.5	HS.5
	HS.6					HS.6	HS.6
	HS.9					HS.9	HS.9
	HS.10					HS.10	HS.10
	HS.11					HS.11	HS.11
	HS.12					HS.12	HS.12
	HS.13					HS.13	HS.13

English 12

English SOL	12.1	12.3	12.4	12.5	12.6	12.7	12.8
Leadership	HS.2	HS.1	HS.9	HS.1	HS.1	HS.1	HS.1
Expectations	HS.3	HS.5				HS.2	HS.2
	HS.4					HS.3	HS.3
	HS.5					HS.4	HS.4
	HS.6					HS.5	HS.5
	HS.9					HS.6	HS.6
	HS.10					HS.9	HS.9
	HS.11					HS.10	HS.10
	HS.12					HS.11	HS.11
	HS.13					HS.12	HS.12

High School History and Social Science

World History and Geography 1500 A.D. to Present

H/SS SOL	WHII.2	WHII.3	WHII.4	WHII.5	WHII.6	WHII.7	WHII.8	WHII.9	WHII.10
Leadership Expectations	HS.4 HS.6	HS.4 HS.6	HS.4 HS.6	HS.4 HS.6	HS.4 HS.6	HS.4 HS.6	HS.4 HS.6 HS.10	HS.4 HS.6	HS.5 HS.6

H/SS SOL	WHII.11	WHII.12	WHII.13	WHII.14	WHII.15
Leadership Expectations	HS.4 HS.6	HS.4 HS.6	HS.4 HS.5 HS.6 HS.10	HS.4 HS.6	HS.4 HS.6 HS.10 HS.12

World Geography

H/SS SOL	WG.1	WG.2	WG.3	WG.4	WG.6	WG.8	WG.9	WG.10	WG.11	WG.12
Leadership Expectations	HS.6	HS.12	HS.4	HS.4 HS.6	HS.4 HS.6	HS.10	HS.6	HS.7 HS.10	HS.6	HS.7 HS.8

Virginia and United States History

H/SS SOL	VUS.1	VUS.2	VUS.3	VUS.4	VUS.5	VUS.6	VUS.7	VUS.8	VUS.10	VUS.11
Leadership Expectations	HS.7	HS.6	HS.6	HS.4 HS.5 HS.6	HS.4	HS.4 HS.6 HS.10	HS.4 HS.6 HS.10	HS.4 HS.5 HS.6 HS.10	HS.4 HS.5 HS.6 HS.10	HS.5 HS.6 HS.10

H/SS SOL	VUS. 12	VUS.13	VUS.14
Leadership Expectations	HS.4 HS.5 HS.6	HS.4 HS.5 HS.6 HS.10	HS.5 HS.6 HS.10 HS.11 HS.12

Virginia and United States Government

H/SS SOL	GOVT .1	GOVT .2	GOVT .3	GOVT .4	GOVT .5	GOVT .6	GOVT .7	GOVT .8	GOVT .9	GOVT .10	GOVT .11
Leadership Expectations	HS.7 HS.8	HS.4	HS.3 HS.10 HS.11	HS.4	HS.11	HS.6 HS.11	HS.11	HS.11	HS.9 HS.10 HS.11	HS.11	HS.10 HS.11

H/SS SOL	GOVT .12	GOVT .13	GOVT .14	GOVT .15	GOVT .16	GOVT .17	GOVT .18
Leadership Expectations	HS.4 HS.6	HS.6	HS.4 HS.6	HS.6	HS.6	HS.1 HS.2 HS.3 HS.11 HS.13	HS.10 HS.11 HS.13

High School Mathematics

Algebra I

Math SOL	A.17	A.18
Leadership	HS.11	HS.11
Expectations	HS.13	HS.13

Algebra II

Math SOL	AII.19
Leadership	HS.11
Expectations	

Geometry

Math SOL	G.1
Leadership	HS.13
Expectations	

High School Science

Earth Science

Science SOL	ES.2	ES.7	ES.9
Leadership	HS.7	HS.11	HS.10
Expectations	HS.12		

Biology

Science SOL	BIO.1	BIO.9
Leadership	HS.7	HS.12
Expectations		

High School Driver Education

Driver Education

DE SOL	DE.1	DE.8	DE.9	DE.10	DE.14	DE.16	DE.18	DE.19	DE.21
Leadership	HS.1	HS.5	HS.5	HS.2	HS.2	HS.10	HS.2	HS.5	HS.5
Expectations	HS.5	HS.11	HS.6	HS.11	HS.5			HS.11	HS.10
	HS.10		HS.7						HS.11
	HS.11		HS.9						HS.12
			HS.11						

High School Fine Arts

Dance

Dance I

Dance SOL	DI.1	DI.2	DI.3	DI.4	DI.5	DI.7	DI.8	DI.9	DI.10	DI.13	DI.14
Leadership Expectations	HS.1	HS.1 HS.3	HS.1	HS.3	HS.1	HS.1 HS.2 HS.3 HS.5 HS.6 HS.7 HS.9	HS.1 HS.2	HS.1 HS.7	HS.1 HS.2 HS.3 HS.4 HS.5 HS.6 HS.7 HS.9	HS.10	HS.10 HS.11

Dance SOL	DI.15	DI.16	DI.17	DI.18	DI.19	DI.20	DI.22	DI.23
Leadership Expectations	HS.10	HS.2 HS.3 HS.7 HS.8 HS.9	HS.2 HS.3 HS.7 HS.8	HS.2 HS.3 HS.7 HS.8 HS.9	HS.7 HS.9	HS.3 HS.7 HS.9	HS.3 HS.7 HS.9	HS.7 HS.10

Dance II

Dance SOL	DII.1	DII.2	DII.3	DII.4	DII.5	DII.6	DII.7	DII.8	DII.9	DII.11	DII.12
Leadership Expectations	HS.1	HS.1	HS.1	HS.1 HS.3	HS.1 HS.3 HS.9	HS.1 HS.2 HS.3 HS.5 HS.6 HS.7 HS.9	HS.1 HS.2 HS.6 HS.7	HS.1	HS.1 HS.2 HS.3 HS.4 HS.5 HS.6 HS.7 HS.9	HS.10	HS.10 HS.11

Dance SOL	DII.13	DII.14	DII.15	DII.16	DII.17	DII.18	DII.19	DII.20	DII.21
Leadership Expectations	HS.11	HS.10	HS.2 HS.3 HS.7 HS.8 HS.9	HS.3 HS.7	HS.2 HS.7 HS.8 HS.9	HS.2 HS.3	HS.3 HS.7 HS.9	HS.7 HS.9	HS.3 HS.7 HS.9

Music

Instrumental Beginning

Instrumental SOL	IB.11	IB.12	IB.15	IB.16	IB.17	IB.19	IB.21	IB.22	IB.23	IB.24
Leadership Expectations	HS.2 HS.3 HS.7 HS.12	HS.1	HS.1	HS.1	HS.12	HS.7	HS.7	HS.1 HS.2 HS.3 HS.7 HS.12	HS.7	HS.7

Instrumental Intermediate

Instrumental SOL	II.11	II.12	II.13	II.15	II.16	II.17	II.19	II.21	II.22	II.23	II.24
Leadership Expectations	HS.2 HS.3 HS.7 HS.12	HS.1	HS.1 HS.2	HS.1	HS.1	HS.12	HS.1 HS.2 HS.7	HS.7	HS.1 HS.2 HS.3 HS.7 HS.12	HS.7	HS.7

Instrumental Advanced

Instrumental SOL	IAD. 11	IAD. 12	IAD. 13	IAD. 15	IAD. 16	IAD. 19	IAD. 20	IAD. 21	IAD. 22	IAD. 23	IAD. 24
Leadership Expectations	HS.2 HS.3 HS.7 HS.12	HS.1	HS.1 HS.2 HS.3	HS.1	HS.1	HS.1 HS.2 HS.12	HS.7	HS.7	HS.1 HS.2 HS.3 HS.7 HS.12	HS.7	HS.7

Instrumental SOL	IAD. 25
Leadership Expectations	HS.7

Instrumental Artist

Instrumental SOL	IAR. 11	IAR. 12	IAR. 13	IAR. 15	IAR. 16	IAR. 17	IAR. 19	IAR. 20	IAR. 21	IAR. 22	IAR. 23
Leadership Expectations	HS.2 HS.3 HS.7 HS.12	HS.1	HS.1 HS.2 HS.3	HS.1	HS.1	HS.12	HS.1 HS.2 HS.7	HS.7	HS.7	HS.1 HS.2 HS.3 HS.7 HS.12	HS.7

Instrumental SOL	IAR. 24	IAR. 25
Leadership Expectations	HS.7	HS.7

Music 9-12

Music SOL	HS.1	HS.2	HS.3	HS.4	HS.5	HS.6	HS.7	HS.8	HS.9
Leadership Expectations	HS.2 HS.7 HS.12	HS.7 HS.12	HS.7 HS.12	HS.7 HS.12	HS.3 HS.7 HS.12	HS.7 HS.10	HS.3 H.7 HS.12	HS.2 HS.3 HS.7 HS.12	HS.7

Vocal/Choral Beginning

Choral SOL	CB.3	CB.4	CB.5	CB.7	CB.8	CB.9	CB.11	CB.12	CB.13	CB.14
Leadership Expectations	HS.7	HS.1 HS.3	HS.2	HS.1	HS.1 HS.7	HS.7	HS.1 HS.2 HS.7	HS.1 HS.7	HS.1 HS.2 HS.3 HS.12	HS.7

Vocal/Choral Intermediate

Choral SOL	CI.1	CI.3	CI.4	CI.5	CI.7	CI.8	CI.9	CI.11	CI.12	CI.13	CI.14
Leadership Expectations	HS.12	HS.7	HS.3	HS.1 HS.2 HS.3	HS.1	HS.1 HS.7	HS.7	HS.1 HS.2 HS.7	HS.1 HS.7	HS.1 HS.2 HS.3 HS.12	HS.7

Vocal/Choral Advanced

Choral SOL	CAD. 1	CAD. 3	CAD. 5	CAD. 7	CAD. 8	CAD. 9	CAD. 10	CAD. 12	CAD. 13	CAD. 14	CAD. 16
Leadership Expectations	HS.12	HS.7	HS.1 HS.2 HS.3	HS.1	HS.1 HS.7	HS.1	HS.1 HS.7	HS.1 HS.2 HS.12	HS.2 HS.3 HS.12	HS.1 HS.2 HS.3 HS.7	HS.1 HS.7 HS.12

Vocal/Choral Artist

Choral SOL	CAR. 1	CAR. 2	CAR. 3	CAR. 5	CAR. 7	CAR. 8	CAR. 9	CAR. 10	CAR. 12	CAR. 13	CAR. 14
Leadership Expectations	HS.12	HS.1 HS.2 HS.3 HS.7	HS.7	HS.1 HS.2	HS.1	HS.1 HS.7	HS.1	HS.1 HS.7	HS.1 HS.2 HS.7	HS.1 HS.2 HS.3 HS.7 HS.12	HS.7

Choral SOL	CAR. 16
Leadership Expectations	HS.1 HS.12

Theatre Arts**Theatre I**

Theatre SOL	TI.1	TI.2	TI.3	TI.4	TI.5	TI.8	TI.9	TI.10	TI.11	TI.13
Leadership Expectations	HS.1 HS.2 HS.3 HS.5 HS.6 HS.7 HS.8 HS.9	HS.1 HS.2 HS.3 HS.4 HS.6 HS.7 HS.8 HS.9	HS.1 HS.2 HS.3 HS.7 HS.8 HS.9	HS.1 HS.2 HS.3 HS.4 HS.7 HS.9	HS.1 HS.2 HS.3 HS.4 HS.7	HS.10 HS.11	HS.1 HS.2 HS.3 HS.6 HS.7 HS.8 HS.9	HS.1 HS.2 HS.3 HS.7	HS.2 HS.3 HS.7 HS.8 HS.9	HS.1 HS.2

Theatre II

Theatre SOL	TII.1	TII.2	TII.3	TII.4	TII.5	TII.6	TII.7	TII.8	TII.9	TII.11	TII.12
Leadership Expectations	HS.4 HS.7	HS.2 HS.3 HS.7 HS.8 HS.9	HS.1 HS.2 HS.3 HS.5 HS.7	HS.1 HS.2 HS.3 HS.7 HS.8 HS.9	HS.1 HS.2 HS.3 HS.7 HS.8 HS.9	HS.1 HS.2 HS.3 HS.7 HS.8 HS.9	HS.1 HS.2 HS.3 HS.7 HS.8 HS.9 HS.11	HS.1 HS.2 HS.3 HS.8 HS.9	HS.4	HS.5	HS.2 HS.7 HS.8

Theatre SOL	TII.13	TII.15	TII.16
Leadership Expectations	HS.1 HS.3 HS.7 HS.8	HS.3 HS.7	HS.3 HS.7

Visual Arts

Art I

Art SOL	AI.1	AI.2	AI.7	AI.8	AI.9	AI.11	AI.13	AI.15	AI.16	AI.17	AI.18
Leadership Expectations	HA.1	HS.1	HS.1	HS.1	HS.2 HS.4	HS.11	HS.2 HS.3	HS.1 HS.2	HS.3	HS.9	HS.1 HS.9

Art SOL	AI.19	AI.20	AI.21	AI.22	AI.23	AI.24	AI.27	AI.28	AI.29	AI.31	AI.32
Leadership Expectations	HS.2 HS.7 HS.9	HS.7 HS.8 HS.9	HS.2 HS.3 HS.7 HS.8 HS.9	HS.1 HS.2 HS.3 HS.7 HS.9	HS.3 HS.7 HS.9	HS.1 HS.7 HS.9	HS.7 HS.9	HS.1 HS.7	HS.10	HS.10 HS.11	HS.10 HS.11

Art II

Art SOL	AII.1	AII.2	AII.3	AII.5	AII.6	AII.7	AII.8	AII.11	AII.12	AII.15	AII.16
Leadership Expectations	HS.1	HS.1	HS.1	HS.1	HS.1	HS.1	HS.2	HS.11	HS.11	HS.11	HS.10

Art SOL	AII.17	AII.18	AII.20	AII.21	AII.23	AII.24	AII.26	AII.28	AII.29	AII.30	AII.31
Leadership Expectations	HS.10	HS.10	HS.1 HS.2 HS.3	HS.1 HS.2	HS.11	HS.3 HS.7 HS.8 HS.9	HS.7	HS.2 HS.3 HS.7 HS.9	HS.2 HS.3	HS.3 HS.7	HS.7 HS.9

Art SOL	AII.32
Leadership Expectations	HS.7

Art III

Art	AIII.1	AIII.2	AIII.3	AIII.6	AIII.8	AIII.9	AIII.11	AIII.12	AIII.13	AIII.15	AIII.17
Leadership Expectations	HS.1	HS.1	HS.1	HS.1	HS.1	HS.4	HS.10 HS.11	HS.10	HS.10	HS.10	HS.10

Art SOL	AIII.18	AIII.19	AIII.20	AIII.22	AIII.23	AIII.24	AIII.25	AIII.26	AIII.27	AIII.28	AIII.29
Leadership Expectations	HS.1 HS.2 HS.7	HS.7 HS.8	HS.7 HS.8	HS.3 HS.7	HS.11	HS.11	HS.7	HS.2 HS.7	HS.10	HS.9	HS.3 HS.9

Art SOL	AIII.32
Leadership Expectations	HS.9

High School Foreign Language

Modern Foreign Language I

MFL SOL	2.1	2.2	5.1	6.2
Leadership Expectations	HS.7	HS.7	HS.7	HS.3 HS.7

Modern Foreign Language II

MFL SOL	1.1	2.2	5.2	6.2	8.1
Leadership Expectations	HS.7	HS.7	HS.7	HS.7	HS.4

Modern Foreign Language III

MFL SOL	2.2	2.3	4.1	5.1	6.2	6.3	7.2	8.1	8.2
Leadership Expectations	HS.7	HS.7	HS.7	HS.7	HS.4 HS.5 HS.6	HS.4 HS.6	HS.4 HS.5 HS.6	HS.4	HS.6

Modern Foreign Language IV

MFL SOL	1.1	1.2	2.2	2.3	4.1	4.2	5.1	5.2	6.1	6.2	7.2
Leadership Expectations	HS.3	HS.1	HS.7	HS.7	HS.1 HS.7	HS.1 HS.7	HS.3	HS.3	HS.4 HS.5 HS.6	HS.4	HS.4 HS.5 HS.6

MFL SOL	8.1	8.2	8.3
Leadership Expectations	HS.4 HS.5 HS.6	HS.4 HS.5	HS.4 HS.5 HS.6

Latin I

Latin SOL	4.2
Leadership Expectations	HS.4

Latin II

Latin SOL	3.2	4.2	5.2
Leadership Expectations	HS.4	HS.4	HS.4 HS.5 HS.6

Latin III

Latin SOL	3.4	3.5	4.2	5.2
Leadership Expectations	HS.4	HS.4	HS.4	HS.4 HS.5 HS.6

Latin IV

Latin SOL	3.1	3.2	4.2	5.1	5.3
Leadership Expectations	HS.4	HS.4	HS.4	HS.4 HS.5 HS.6	HS.6

High School Health Education**Health 9**

Health SOL	9.1	9.4	9.5								
Leadership Expectations	HS.2 HS.7	HS.9	HS.10								

Health 10

Health SOL	10.1	10.2	10.3	10.4	10.5
Leadership Expectations	HS.2	HS.1	HS.7	HS.8	HS.13

High School Physical Education**Physical Education 9**

PE SOL	9.1	9.4	9.5
Leadership Expectations	HS.9	HS.3 HS.7 HS.9	HS.2 HS.10

Physical Education 10

PE SOL	10.1	10.4	10.5
Leadership Expectations	HS.9	HS.1 HS.4 HS.5 HS.7 HS.8 HS.9	HS.1 HS.2

Physical Education 11/12

PE SOL	11/ 12.1	11/ 12.3	11/ 12.4
Leadership Expectations	HS.7	HS.1	HS.4 HS.5 HS.6 HS.7 HS.8

HIGH SCHOOL CAREER AND TECHNICAL EDUCATION

The charts on the following pages show the relationship between Leadership Student Expectations and career and technical courses on the high school level. A bullet under the course name indicates that the course reinforces the specific expectation in the left column.

CAREER CONNECTIONS
Correlation to High School Leadership Student Expectations

		Exploring Entrepreneurship 9093	Entrepreneurship Education 9094	Introduction to Leadership 9091	Leadership Development 9092															
HS. 1	The student will evaluate his or her own self-image.	•	•	•	•															
HS. 2	The student will evaluate his or her own behaviors.	•	•	•	•															
HS. 3	The student will use knowledge of others to improve one's leadership skills.	•	•	•	•															
HS. 4	The student will analyze the characteristics of leaders.	•	•	•	•															
HS. 5	The student will analyze the complex relationship between the leader and the follower.	•	•	•	•															
HS. 6	The student will evaluate the role of context in the process of leadership.	•	•	•	•															
HS. 7	The student will communicate effectively in pairs, small groups, teams, and large groups.	•	•	•	•															
HS. 8	The student will analyze and refine decision-making skills.	•	•	•	•															
HS. 9	The student will evaluate the relationship between personal vision and the group vision.	•	•	•	•															
HS. 10	The student will appraise communities and community needs.	•	•	•	•															
HS. 11	The student will evaluate the roles and responsibilities of citizenship.	•	•	•	•															
HS. 12	The student will evaluate the concept of stewardship.	•	•	•	•															
HS. 13	The student will practice leadership through service in a variety of communities.	•	•	•	•															

AGRICULTURAL EDUCATION
Correlation to High School Leadership Student Expectations

		Agricultural Mechanics and Basic Plant Science 8006	Agricultural Mechanics and Basic Animal Science 8008	Agricultural Business Fundamentals 8022	Agricultural Business Operations 8024	Agricultural Business Management 8026	Agricultural Power and Equipment 8046	Agricultural Mechanization Sales and Service 8018	Advanced Agricultural Mechanization 8020	Agricultural Production Technology 8010	Agricultural Production Management 8012	Operating the Farm Business 8014	Introduction to Natural Resources 8040	Forestry, Wildlife, and Soil Management 8042	Natural Resources Business Management 8044	Horticulture Sciences 8034	Greenhouse Plant Production and Management 8036	Landscaping 8036	Floral Design I 8055	Floral Design II 8056	Floriculture 8058
HS. 1	The student will evaluate his or her own self-image.	•	•	•	•	•	•	•	•							•	•	•	•	•	•
HS. 2	The student will evaluate his or her own behaviors.	•	•		•	•	•	•	•							•	•	•	•	•	•
HS. 3	The student will use knowledge of others to improve one’s leadership skills.	•	•	•		•		•					•	•	•						
HS. 4	The student will analyze the characteristics of leaders.	•	•	•			•	•					•	•	•	•	•	•	•	•	•
HS. 5	The student will analyze the complex relationship between the leader and the follower.	•	•	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•
HS. 6	The student will evaluate the role of context in the process of leadership.	•	•	•		•							•	•	•						
HS. 7	The student will communicate effectively in pairs, small groups, teams, and large groups.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HS. 8	The student will analyze and refine decision-making skills.	•	•	•	•	•		•	•				•	•	•	•	•	•	•	•	•
HS. 9	The student will evaluate the relationship between personal vision and the group vision.	•	•	•	•	•	•		•	•			•	•		•	•	•	•	•	•
HS. 10	The student will appraise communities and community needs.	•	•	•	•	•		•	•		•	•	•	•	•	•	•	•	•	•	•
HS. 11	The student will evaluate the roles and responsibilities of citizenship.	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•
HS. 12	The student will evaluate the concept of stewardship.	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•
HS. 13	The student will practice leadership through service in a variety of communities.	•	•	•	•	•	•	•	•		•	•	•		•	•	•	•	•	•	•

AGRICULTURAL EDUCATION
Correlation to High School Leadership Student Expectations

		Turf Management 8051	Advanced Turf Grass Applications 8054	Small Animal Care I, II 8083, 8084	Small Engine Repair I, II 8021, 8082	Equine Management Production I, II 8015, 8080	Ecology/Environmental Management I, II 8045, 8046	Biological Applications in Agriculture 8086	Farm Equipment Operator 8052	Agricultural Education for the Disadvantaged 8050	Agricultural Education for the Disabled 8053	General Mechanics for the Disadvantaged 8070										
HS. 1	The student will evaluate his or her own self-image.	•	•					•		•	•	•										
HS. 2	The student will evaluate his or her own behaviors.	•	•					•		•	•	•										
HS. 3	The student will use knowledge of others to improve one's leadership skills.	•	•	•				•	•													
HS. 4	The student will analyze the characteristics of leaders.	•	•																			
HS. 5	The student will analyze the complex relationship between the leader and the follower.	•	•	•		•		•	•													
HS. 6	The student will evaluate the role of context in the process of leadership.		•																			
HS. 7	The student will communicate effectively in pairs, small groups, teams, and large groups.	•	•	•		•	•	•	•	•	•	•										
HS. 8	The student will analyze and refine decision-making skills.	•	•	•		•	•	•	•													
HS. 9	The student will evaluate the relationship between personal vision and the group vision.		•			•	•	•														
HS. 10	The student will appraise communities and community needs.	•	•			•	•	•														
HS. 11	The student will evaluate the roles and responsibilities of citizenship.	•	•	•	•	•	•	•	•													
HS. 12	The student will evaluate the concept of stewardship.	•	•		•	•	•	•														
HS. 13	The student will practice leadership through service in a variety of communities.	•	•	•	•	•	•	•	•													

BUSINESS AND INFORMATION TECHNOLOGY
Correlation to High School Leadership Student Expectations

		Keyboarding 6151	Keyboarding Applications 6152	Principles of Business and Marketing 6116, 6115	Accounting 6320	Advanced Accounting 6321	Business Law 6132, 6131	Business Management 6136, 6135	Computer Information Systems 6614, 6612	Advanced Computer Information Systems 6615, 6613	Database Design and Management 6660	Advanced Database Design and Management 6661	Desktop/ Multimedia Presentations 6632, 6630	Advanced Desktop/ Multimedia Presentations 6633, 6631	Finance 6121, 6120	Legal Systems Administration 6736, 6735	Medical Systems Administration 6731, 6730	Notetaking 6242, 6241	Office Administration 6622, 6621	Word Processing 6626, 6625	Programming 6640
HS. 1	The student will evaluate his or her own self-image.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HS. 2	The student will evaluate his or her own behaviors.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HS. 3	The student will use knowledge of others to improve one's leadership skills.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HS. 4	The student will analyze the characteristics of leaders.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HS. 5	The student will analyze the complex relationship between the leader and the follower.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HS. 6	The student will evaluate the role of context in the process of leadership.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HS. 7	The student will communicate effectively in pairs, small groups, teams, and large groups.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HS. 8	The student will analyze and refine decision-making skills.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HS. 9	The student will evaluate the relationship between personal vision and the group vision.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HS. 10	The student will appraise communities and community needs.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HS. 11	The student will evaluate the roles and responsibilities of citizenship.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HS. 12	The student will evaluate the concept of stewardship.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HS. 13	The student will practice leadership through service in a variety of communities.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

BUSINESS AND INFORMATION TECHNOLOGY
Correlation to High School Leadership Student Expectations

		Advanced Programming 6641	Computer Network Software Operations 6650	Advanced Computer Network Software Operations 6651	Office Specialist I 6740	Office Specialist II (Special Needs) 6741	Office Specialist III (Special Needs) 6742	Digital Input Technologies 6160, 6161	Information Technology Fundamentals 6670	International Baccalaureate Information Technology in a Global Society 6613	Information Baccalaureate Business and Management 6135								
HS. 1	The student will evaluate his or her own self-image.	•	•	•	•	•	•	•	•	•	•								
HS. 2	The student will evaluate his or her own behaviors.	•	•	•	•	•	•	•	•	•	•								
HS. 3	The student will use knowledge of others to improve one's leadership skills.	•	•	•	•	•	•	•	•	•	•								
HS. 4	The student will analyze the characteristics of leaders.	•	•	•	•	•	•	•	•	•	•								
HS. 5	The student will analyze the complex relationship between the leader and the follower.	•	•	•	•	•	•	•	•	•	•								
HS. 6	The student will evaluate the role of context in the process of leadership.	•	•	•	•	•	•	•	•	•	•								
HS. 7	The student will communicate effectively in pairs, small groups, teams, and large groups.	•	•	•	•	•	•	•	•	•	•								
HS. 8	The student will analyze and refine decision-making skills.	•	•	•	•	•	•	•	•	•	•								
HS. 9	The student will evaluate the relationship between personal vision and the group vision.	•	•	•	•	•	•	•	•	•	•								
HS. 10	The student will appraise communities and community needs.	•	•	•	•	•	•	•	•	•	•								
HS. 11	The student will evaluate the roles and responsibilities of citizenship.	•	•	•	•	•	•	•	•	•	•								
HS. 12	The student will evaluate the concept of stewardship.	•	•	•	•	•	•	•	•	•	•								
HS. 13	The student will practice leadership through service in a variety of communities.	•	•	•	•	•	•	•	•	•	•								

FAMILY AND CONSUMER SCIENCES
Correlation to High School Leadership Student Expectations

		All Family and Consumer Sciences courses																			
HS. 1	The student will evaluate his or her own self-image.																				
HS. 2	The student will evaluate his or her own behaviors.	•																			
HS. 3	The student will use knowledge of others to improve one's leadership skills.	•																			
HS. 4	The student will analyze the characteristics of leaders.																				
HS. 5	The student will analyze the complex relationship between the leader and the follower.																				
HS. 6	The student will evaluate the role of context in the process of leadership.																				
HS. 7	The student will communicate effectively in pairs, small groups, teams, and large groups.																				
HS. 8	The student will analyze and refine decision-making skills.	•																			
HS. 9	The student will evaluate the relationship between personal vision and the group vision.																				
HS. 10	The student will appraise communities and community needs.	•																			
HS. 11	The student will evaluate the roles and responsibilities of citizenship.	•																			
HS. 12	The student will evaluate the concept of stewardship.																				
HS. 13	The student will practice leadership through service in a variety of communities.																				

HEALTH AND MEDICAL SCIENCE EDUCATION
Correlation to High School Leadership Student Expectations

		Health Assistant I 8331	Emergency Medical Technician –Basic I, II 8333, 8334	Dental Assistant I, II 8328, 8329	Veterinary Assistant I, II, III 8310, 8311, 8312	Introduction to Health Occupations 8302	Home Health Aide 8364	Surgical Technologist I, II 8351, 8352	Practical Nursing I, II 8357, 8358	Nursing Assistant I, II 8360, 8362	Medical Assistant I, II 8345, 8346	Health Assistant II 8332									
HS. 1	The student will evaluate his or her own self-image.																				
HS. 2	The student will evaluate his or her own behaviors.									•	•										
HS. 3	The student will use knowledge of others to improve one's leadership skills.									•											
HS. 4	The student will analyze the characteristics of leaders.			•	•	•		•		•											
HS. 5	The student will analyze the complex relationship between the leader and the follower.								•												
HS. 6	The student will evaluate the role of context in the process of leadership.		•																		
HS. 7	The student will communicate effectively in pairs, small groups, teams, and large groups.	•	•				•	•	•		•	•									
HS. 8	The student will analyze and refine decision-making skills.		•						•												
HS. 9	The student will evaluate the relationship between personal vision and the group vision.								•												
HS. 10	The student will appraise communities and community needs.				•					•											
HS. 11	The student will evaluate the roles and responsibilities of citizenship.	•	•		•	•			•	•											
HS. 12	The student will evaluate the concept of stewardship.																				
HS. 13	The student will practice leadership through service in a variety of communities.		•																		

MARKETING
Correlation to High School Leadership Student Expectations

		Real Estate Marketing 8191	Marketing 8120, 8121	Advanced Marketing 8130, 8131	Electronic Commerce 8125	Introduction to Marketing 8111	Fundamentals of Marketing 8110	Principles of Business and Marketing 8115	International Marketing 8135	Advanced International Marketing 8136	Marketing Management 8132	Introduction to Fashion Design and Marketing 8149	Fashion Marketing 8140, 8141	Advanced Fashion Marketing 8145, 8146	Sports, Entert., & Recreational Marketing 8175, 8176	Advanced Sports, Entert., & Rec. Marketing 8177, 8178	Travel/Tourism 8165, 8166	Advanced Travel/Tourism marketing 8167, 8168	Hotel/Motel Marketing 8160, 8161	Advanced Hotel/Motel Marketing 8162, 8163	Financial Services Marketing 8180, 8181
HS. 1	The student will evaluate his or her own self-image.				•	•	•	•	•	•	•	•	•		•	•	•		•	•	•
HS. 2	The student will evaluate his or her own behaviors.		•	•		•	•	•	•	•	•	•	•	•	•	•	•		•	•	•
HS. 3	The student will use knowledge of others to improve one's leadership skills.	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HS. 4	The student will analyze the characteristics of leaders.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HS. 5	The student will analyze the complex relationship between the leader and the follower.		•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HS. 6	The student will evaluate the role of context in the process of leadership.	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•		•	•
HS. 7	The student will communicate effectively in pairs, small groups, teams, and large groups.		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HS. 8	The student will analyze and refine decision-making skills.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HS. 9	The student will evaluate the relationship between personal vision and the group vision.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HS. 10	The student will appraise communities and community needs.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HS. 11	The student will evaluate the roles and responsibilities of citizenship.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HS. 12	The student will evaluate the concept of stewardship.		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•
HS. 13	The student will practice leadership through service in a variety of communities.		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•

TECHNOLOGY EDUCATION
Correlation to High School Leadership Student Expectations

	Technology Foundations 8402, 8403	Technology Transfer 8404, 8405	Technology Assessment 8406, 8407	Introduction to Engineering 8490	Advanced Engineering 8491	Computer Control and Automation 8420, 8421	Communication Systems 8418, 8415	Graphic Communication Systems, 8494, 8458	Electronics Systems I 8417, 8416	Electronics Systems II 8412	Power and Transportation 8444, 8445	Energy and Power 8495, 8448	Production Systems 8446, 8447	Materials and Processes 8478, 8433	Construction Technology 8432, 8431	Manufacturing Technology 8426, 8425	Advanced Manufacturing Systems 8427	Technical Drawing and Design 8434, 8435	Engineering Drawing and Design 8493, 8436	Architectural Drawing and Design 8492, 8437	Principles of Technology I 9811	Biotechnology Foundations 9820
HS. 1 The student will evaluate his or her own self-image.	•	•	•	•		•			•		•	•	•	•	•	•	•	•	•	•	•	•
HS. 2 The student will evaluate his or her own behaviors.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HS. 3 The student will use knowledge of others to improve one's leadership skills.	•	•	•	•			•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HS. 4 The student will analyze the characteristics of leaders.		•				•		•			•											•
HS. 5 The student will analyze the complex relationship between the leader and the follower.				•		•		•	•	•												•
HS. 6 The student will evaluate the role of context in the process of leadership.	•				•		•	•	•	•		•										•
HS. 7 The student will communicate effectively in pairs, small groups, teams, and large groups.	•		•	•	•	•	•	•	•	•		•	•									•
HS. 8 The student will analyze and refine decision-making skills.	•	•	•		•					•												•
HS. 9 The student will evaluate the relationship between personal vision and the group vision.	•	•		•	•	•	•															•
HS. 10 The student will appraise communities and community needs.	•	•	•		•									•								•
HS. 11 The student will evaluate the roles and responsibilities of citizenship.				•	•																	•
HS. 12 The student will evaluate the concept of stewardship.	•	•																				•
HS. 13 The student will practice leadership through service in a variety of communities.			•																			•

TRADE AND INDUSTRIAL EDUCATION
Correlation to High School Leadership Student Expectations

		Advertising Design I, II, III 8570, 8571, 8572	Commercial Photography I, II, III 8607, 8608, 8609	Computer Networking Hardware Operations I, II, III, IV 8542	Computer Systems Technology I, II, III 8622, 8623, 8624	Drafting I, II, III 8530, 8531, 8532	Electronics Technology I, II, III 8660, 8661, 8662	Graphic Imaging Technology I, II, III 8660, 8661, 8662	Robotic Work Cell Technology I, II, III 8557, 8558, 8559	Television Production I, II, III 8688, 8689, 8690	Building Trades I, II, III 8515, 8516, 8517	Plumbing I, II, III 8551, 8552, 8553	Precision Machining Technology I, II, III 8539, 8540, 8541	Commercial Sewing I, II, III 8524, 8525, 8526	Cosmetology I, II, III 8527, 8528, 8529	Criminal Justice I, II, III, 8702, 8703, 8704	Public Safety I, II 8700, 8701	Auto Body Technology I, II, III –Certified 8679, 8680, 8681	Automotive Serv. Tech. I, II, III– Certified 8506, 8507, 8508	Automotive Serv. I, II, III– Non-Certified 8710, 8711, 8712	Industrial Coop. Training I, II, III, IV 8901, 8902, 8903, 8904
HS. 1	The student will evaluate his or her own self-image.	•		•					•			•	•	•	•						
HS. 2	The student will evaluate his or her own behaviors.			•										•	•						
HS. 3	The student will use knowledge of others to improve one's leadership skills.	•		•									•								
HS. 4	The student will analyze the characteristics of leaders.	•		•		•	•	•													
HS. 5	The student will analyze the complex relationship between the leader and the follower.	•																		•	
HS. 6	The student will evaluate the role of context in the process of leadership.				•								•							•	
HS. 7	The student will communicate effectively in pairs, small groups, teams, and large groups.	•	•	•				•			•		•	•	•	•			•	•	
HS. 8	The student will analyze and refine decision-making skills.																				
HS. 9	The student will evaluate the relationship between personal vision and the group vision.	•	•																		
HS. 10	The student will appraise communities and community needs.	•	•					•	•	•		•				•	•				
HS. 11	The student will evaluate the roles and responsibilities of citizenship.			•					•	•	•	•	•	•				•	•	•	•
HS. 12	The student will evaluate the concept of stewardship.																				
HS. 13	The student will practice leadership through service in a variety of communities.																				